

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

School: Vance-Providence Elementary    District: Orangeburg 3

Principal: James R. Myers

Superintendent: David Longshore

# **FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation**

## **Rationale**

**Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.**

**The following information must be included in the rationale:**

- **Summary of demographic information from 2007 School Report Card**
  - **School Profile (students, teachers, school)**
  - **Population diversity (refer to Performance of Student Groups)**
  - **Free/reduced lunch (refer to Performance of Student Groups)**
- **Three years of data in chart format**
  - **Test Data (PACT/HSAP/EOC Exams)**
  - **Graduation rate (if applicable)**
  - **Additional data pertinent to your school**
- **Summary of process used to develop the FSRP and the persons involved**
- **Narrative of how selected goals will enable the school to meet expected progress**

SEE ATTACHMENT

## SCHOOL RATIONALE

Vance-Providence Elementary is a public elementary school located in rural Vance, South Carolina. The total enrollment of Vance-Providence Elementary School is 351 students. Vance-Providence Elementary School serves students in pre-kindergarten through fifth grade. The school is a school wide Title I school. The school contains 30 classrooms, a multi-purpose room, a media center and a cafeteria. Vance-Providence was restructured to house a guidance counselor, nurse, administrative assistant and a youth counselor.

Vance-Providence Elementary has a dedicated staff. The faculty and staff consist of a principal, an assistant principal, an administrative assistant, a guidance counselor, a youth counselor, 28 teachers, a media specialist, two secretaries, a full-time nurse, a lunchroom manager, four food service personnel, seven bus drivers and three custodians. Vance-Providence Elementary School has a certified teaching staff with teachers having an educational background ranging from the Bachelor's level to the Master's Plus 30 level of educational attainment. At least 4 of our teachers are currently enrolled in a graduate level program. Many of the teachers have exceeded the professional development requirement.

There are several programs which support our curriculum such as special education, physical education, resource, speech, computer lab, parenting center, media services, health services, music, art, and guidance. There are mentors and volunteers where members from the community come to school and work one-on-one with students and assist teachers. The school participates in the Accelerated Reader Program, which encourages students to read.

Numerous other programs and clubs have been established at Vance-Providence Elementary to assist students in developing special interests and skills. These include the Student Council, Safety Patrol, VPE Morning Announcements, Student of the Week, Feeling Good Mileage Club, Jaguar Bucks Incentive Program, Accelerated Reader Program, Science Fair, Chorus, Just Say No Program, Breakfast Club, and Winter Learning Carnival. Other programs include Parents and Grandparents Appreciation Luncheon, Family Math, PACT Night, Family Literacy, Ministers Program, Career Day, Mentors, Lunch Buddies Program, Terrific Kids, Girl Scouts and Boy Scouts.

The instructional program at Vance-Providence Elementary includes the following components:

- Daily Oral Language
- Daily Oral Math
- Drop in the Bucket
- Saxon Phonics
- Saxon Math
- Exploratory Program
- Gifted and Talented Program
- SCANA Homework Center
- PAR (Pause and Read)
- Writing Prompts

The entire staff at Vance-Providence Elementary is dedicated to serving the needs of each student working 190 days, with 10 days set aside for professional development. The needs of the students are monitored and served through staff meetings, grade level meetings, observations, evaluations, in-service for all staff, input from Federal mandates, SC State Department of Education Requirements, District Policy, parental input, staff recommendations and individual student needs.

Students attend school for 180 days. Attendance reports from 2006-2007, indicate that 94.8% of the students were present out of the 180 days. The school day begins at 7:50 a.m. and ends at 3:15 p.m. A total of 40 minutes is allocated daily for lunch and recess.

The faculty and staff believe in the importance of a positive learning environment that encourages students to explore, discover, apply and communicate ideas that will build self-esteem and promote academic success. Vance-Providence Elementary promotes a warm, nurturing child-centered environment that meets the individual and developmental needs of our students. Vance-Providence Elementary strives on being an open, friendly, and inviting place for children to grow socially, emotionally, and academically.

Vance-Providence Elementary has a dedicated custodial staff who maintains the building, as well as, a committed cafeteria staff who participates in many of the school functions including the promotion of healthy nutrition. The cafeteria is not only used as the place in which to eat, but also a place for many other functions as well. There are several programs held each year in our cafeteria, which serves the students, parents, and the community.

### **Student Demographics**

Vance-Providence Elementary School has an enrollment of 351 students. The enrollment consists of 347 African American Students, 3 Caucasian Students, and 1 White/Black Student. The Student population consists of students in Pre K through Grade Five. Approximately 60% of the students live in the Vance Community and 40% live in the Santee Community.

The students are primarily from low socio-economic backgrounds. Eighty-nine percent of the students participate in the free and reduced lunch program.

One student in grade five is a participant in the Program for Academic and Creative Excellence, the district program for Academically Gifted Students. Fifty students are in a resource/self-contained class. Twenty-five students per week participate in the in-school reading and tutoring program. Twenty-five students per week are participants in an in school math tutoring program. One hundred percent of our students are participants in an in-school remediation program.

One hundred forty-eight (148) students during the 2006-2007 school term were tested on the 2007 PACT (Palmetto Achievement Test). Of those 148 tested students, 75 were males, and 73 were females. The racial make-up of the tested students was 3 White and 145 African –American. Thirty-one of those students had an IEP (Individualized Education Plan) for the 2007 school year.

## Student Performance Data

The only norm-referenced test that was administered in our district was the (ITBS) Iowa Tests of Basic Skills and CogAT (Cognitive Abilities Test). It was administered in grade two for the purpose of identifying students eligible for our Gifted and Talented Program. Beginning in the spring of 1999, as mandated by the state, the new assessment instrument, the Palmetto Achievement Challenge Test (PACT) was administered. The results of these tests for 2005, 2006 and 2007 are attached.

The South Carolina Readiness Assessment Program will be administered from the state level to all students in kindergarten and first grade through 2009.

### Orangeburg County Consolidated School District Three Vance-Providence Elementary School Test Data – Percentage of Students Basic or Above on PACT

Grade	Subject	2004-2005	2005-2006	2006-2007	<i>The School</i>
		Absolute Rating - Below Average	Absolute Rating - Below Average	Absolute Rating - Unsatisfactory	
3	ELA	82.2	79.4	70.0	<b>2007</b> ELA - 61.2 Math – 56.9 Science – 27.4 Social Studies – 46.5
3	MATH	60.0	79.4	74.0	
3	SCIENCE	42.2	44.5	25.0	
3	SOCIAL STUDIES	66.7	58.4	50.0	
4	ELA	71.2	64.6	72.7	<b>2006</b> ELA – 69.4 Math – 63.8 Science – 37.0 Social Studies – 50.7
4	MATH	57.7	52.1	52.9	
4	SCIENCE	51.9	28.6	32.3	
4	SOCIAL STUDIES	59.6	57.1	53.0	
5	ELA	70.2	71.4	50.0	<b>2005</b> ELA – 73.9 Math – 58.0 Science – 45.5 Social Studies – 56.5
5	MATH	57.5	71.4	46.2	
5	SCIENCE	42.5	40.3	23.0	
5	SOCIAL STUDIES	44.7	40.3	34.6	

Note: Data is based on the Annual School Report Cards for 2005, 2006 and 2007.

# MAP Data Fall 2007

(Students are currently one grade above what is listed below.

Data will be compared to Fall 2008, Winter 2008, and Spring 2009 to see improvement.)

## Mathematics

RIT Band	Grade	2		3		4	
	Metrics	Student Count	Proficiency Probability	Student Count	Proficiency Probability	Student Count	Proficiency Probability
<u>141-150</u>		3	-	1	<10%	-	-
<u>151-160</u>		10	-	2	<10%	-	-
<u>161-170</u>		26	-	4	<10%	3	<10%
<u>171-180</u>		13	-	18	<10%	4	<10%
<u>181-190</u>		5	-	16	19%	10	11%
<u>191-200</u>		-	-	15	39%	21	24%
<u>201-210</u>		-	-	2	63%	7	44%
Total		57	-	58	-	45	-

## Science

RIT Band	Grade	2		3		4	
	Metrics	Student Count	Proficiency Probability	Student Count	Proficiency Probability	Student Count	Proficiency Probability
<u>151-160</u>		3	-	-	-	-	-
<u>161-170</u>		23	-	4	<10%	1	<10%
<u>171-180</u>		17	-	13	12%	8	<10%
<u>181-190</u>		10	-	29	25%	15	18%
<u>191-200</u>		1	-	8	51%	18	33%
<u>201-210</u>		-	-	1	64%	4	52%
Total		54	-	55	-	46	-

## **Stakeholders Perspective on the Quality of Education**

Vance-Providence Elementary School utilized the National Study of School Education surveys to gather opinions from parents, teachers, students, and community members regarding the quality of education at our school.

The Vance-Providence Elementary School Community Opinion Inventory resulted in approximately 20 responses overall. This information supported positive input from those responding and showed each area with no less than 45%, yet as much as 90% strongly agreeing to the school's awareness, responsiveness, quality of instruction, support, climate for learning, and resources available for instruction.

The Teacher Opinion Inventory showed 100% participation. Most of the higher percentages of questioning showed equally strongly agreeing or agreeing with a very slight percentage of teachers disagreeing or remaining neutral. Overall, the teachers at Vance-Providence Elementary School are largely satisfied with their career choice.

The Student Opinion Inventory reflects on the satisfying atmosphere of the fifth students at the school. For the most part, these students are quite satisfied with the education quality of the school. These surveys were collected from approximately half of the students at Vance-Providence Elementary School.

The school was able to gather 22 responses from parents, of the students, at Vance-Providence Elementary. The survey shows parents mostly agree with the school relations, quality of instruction, school support, and the climate presented for learning. The survey indicated many strengths felt by these parents that participated.

## **Student Survey Results**

Our students identified many strengths in our school building: the progress reports they receive, safety and emergency procedures, the availability of the school nurse and counselor, and having an opportunity to give ideas and suggestions regarding the government of the school. The students identified the availability of clubs and extra-curricular activities that meet their interests as an area of concern. Our students have access to the Orangeburg County Recreation Department for sports programs, in addition to local Boy Scout and Girl Scout troops. Also, our fifth grade students participate in a semester DARE (Drug and Alcohol Resistance Education) club meetings. There are also opportunities for them to take part in workshops, social activities, and camps which are held after school, on weekends, and during the summer.

## **Vance-Providence Elementary School**

### **Ethnic Distribution**

Year	Asian	Black	Hispanic	Indian	Multi	White	Total
2004-2005	0	348	0	0	0	6	354
2005-2006	0	372	0	0	2	4	378
2006-2007	0	369	0	0	4	6	379

Regular attendance is paramount to school success. Excellent attendance greatly improves the students' chances of becoming a productive citizen. The Attendance Personnel established at the school level, serves as a proactive means of promoting exemplary school attendance.

### **Attendance Rates**

Year	2003-2004	2004-2005	2005-2006	2006-2007
Teacher	94.5	96.7	96.8	97.1
Student	97.6	94.7	96.4	94.8

There has been a significant drop in discipline referrals due to our school-wide discipline plan. Our school's philosophy toward discipline is to be proactive and positive. Our teachers handle many minor offenses that occur in the classroom. Vance-Providence teachers establish and model clear behavior expectations while also building strong relationships with their students.

### **Students Suspended**

Year	2004-2005	2005-2006	2006-2007
Total Suspended	40	69	63

### **Paid, Free, and Reduced Lunch Percentages**

Year	Enrollment	Paid	Total F&R
2004-2005	354	14%	86%
2005-2006	378	10%	90%
2006-2007	379	11%	89%

The free and reduced lunch percentage at Vance-Providence Elementary School tends to remain around 89%.



### Special Education Services

This table represents the services offered and the number of students served in Special Education for the last three years. There has been a slight decrease in student enrollment in special education over the last three years.

#### Special Education Students by Primary Area of Exceptionality

Year	Total	EH	EM	ED	LD	OH	Speech
2004-2005	53	0	0	0	9	0	44
2005-2006	59	1	0	0	9	0	49
2006-2007	53	2	1	0	4	1	45
2007-2008	51	0	0	0	2	1	47

#### Gifted Students

	2004-2005	2005-2006	2006-2007
Third Grade	0	0	0
Fourth Grade	0	0	0
Fifth Grade	3	1	1

### Professional Staff

Vance-Providence Elementary School is proud of the faculty and staff members working with the students. The following tables show the gender, the levels of staff members, and how many years of experience they have.

### School Personnel

	Administrators	Support Personnel	PK-5 Teachers
Full-Time	3	22	29
Part-Time	0	0	0

### Gender

	Administrators	Support Personnel	PK-5 Teachers
Male	2	5	1
Female	1	17	28

### Certificate Level

	Administrators	Support Staff	PK-5 Teachers
B.S.	0	9	12
M.Ed.	3	0	17
Ed.S.	0	0	0
Ed.D.	0	0	0

### **Years of Experience**

	Administrators	PK-5 Teachers
<1	0	1
1-10	0	10
11-20	1	8
21-30	1	5
>30	1	5

### **Summary of Process Used to Develop the FSRP and Persons Involved**

The School Leadership Team held meetings to discuss strategies to enhance student achievement on Pact. We reviewed the test data as a school as well as individual students to distinguish the root causes for low performance. We held faculty meetings to inform the faculty about the academic state of the school and what we need to accomplish by 2010. We celebrated the successes of established programs/initiatives for the school. The ERT and the School Leadership Team met to discuss the direction the school needs to go and reviewed the data. We reviewed PACT, MAPS, student ratio, after-school programs, and the turnover of teachers.

The persons involved in this process were:

- Mr. James R. Myers, Principal
- Ms. Loretta R. Gadson, Assistant Principal
- Ms. Sandra White, Guidance
- Mrs. Maytha Green, Math/Science Coach
- Mrs. Loretta High, Teacher
- Mrs. Tammy Atkinson, Teacher

## **Narrative of how selected goals will enable the school to meet expected progress**

The goals and strategies selected for this FSRP were developed from the analysis of the results from the Palmetto Achievement Challenge Test. The team saw several deficiencies in science, social studies and mathematics. The ultimate result of the goals will increase state assessment results. This team has agreed that science, social studies, and math teachers need more analysis/discussion and documentation of test results to better equip them with the necessary information required to properly prepare their students for state testing. The benchmark testing and MAP testing will provide teachers with concrete documentation of instruction of standards and address the needs of the students. Therefore, it is the agreement of this team that the implementation of the goals will improve state assessment results during future testing. Two strategies in the student achievement focused goals were rewritten to fit our budget for not having summer school. Our after-school programs were approved to begin on October 13, 2008. We have been instructed that there is a freeze on all spending except necessities until further notice. This may delay our good faith goals for the year. We are confident that all goals and strategies will be accomplished.

The principal and district goals were chosen to ensure alignment with the student goals. It is important to this school and team that the administration, teachers, students and district have the same focus. The goals and strategies outlined under the principal section will provide opportunities for teachers and students to show improvement by at least one performance level during state testing. This will be a significant gain for the school overall in science, social studies, and mathematics.

## **School Timeline**

**Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:**

- **All information that is pertinent to the implementation of the FSRP**
- **Testing (MAP, Benchmark, etc.)**
- **Disaggregation and ongoing utilization of data to guide instruction**
- **Professional development that needs to be scheduled**
- **Implementation/monitoring of specific strategies**

SEE ATTACHMENT

### School Timeline

<b>Months of the Years</b>	<b>Implementation of FSRP</b>	<b>Testing Dates/Type of test</b>	<b>Analysis of Data</b>	<b>Professional Development</b>	<b>Monitoring</b>
July 2008	<ul style="list-style-type: none"> <li>-Orientation on the checkout and monitoring system for math and science resource storage units which will highlight standard based instructional materials</li> <li>-Vertical teaming meetings on the instructional process</li> <li>-Create a data team/media center advisory council that encompasses across section of teachers</li> <li>-Purchase materials for science, social studies, and math resource storage units</li> <li>-Provide funding for non-fiction science and social studies materials</li> </ul>			Science kit training (refer to FSR Goal 1)	<ul style="list-style-type: none"> <li>-Instruction and grouping of students in summer school for math</li> <li>-Monitoring purchase orders for non-fiction materials to ensure alignment with the SC Curriculum Standards</li> </ul>

August 2008	<ul style="list-style-type: none"> <li>-Implementation of data notebooks</li> <li>-Implementation of usage of resource storage room</li> </ul>		<ul style="list-style-type: none"> <li>-Dissecting of Spring MAP data by teachers</li> <li>-Item analysis of benchmark tests</li> </ul>	<ul style="list-style-type: none"> <li>-Data analysis training for science from the 2008 PACT</li> </ul>	<ul style="list-style-type: none"> <li>-Data team meeting</li> <li>-Weekly collection and review of lesson plans from each teacher to the assistant principal (Every Monday morning)</li> </ul>
September 2008	<ul style="list-style-type: none"> <li>-Integration of technology into the curriculum</li> <li>-Begin bi-monthly grade level curriculum meetings to address data, instructional practices and curriculum changes to be made</li> <li>-Secure a consultant to provide on-going professional development for using non-fiction text</li> </ul>	- Administer Fall MAP Testing	Use formal and informal assessments to guide instruction	<ul style="list-style-type: none"> <li>-Unpack standards for all subjects</li> <li>-Release time for teachers to visit classrooms and other schools to observe best practices</li> </ul>	<ul style="list-style-type: none"> <li>-Data team meeting</li> <li>-At least two informal teacher observations by principal and assistant principal each week</li> <li>-Weekly collection and review of lesson plans from each teacher to the assistant principal (Every Monday morning)</li> </ul>
October 2008	<ul style="list-style-type: none"> <li>-In-school and after-school remediation</li> <li>-Collect GBE (Goal Based Evaluations)</li> <li>-Continue bi-monthly grade level curriculum</li> </ul>	-Administer first nine weeks benchmarks in all subject areas	<ul style="list-style-type: none"> <li>-Integrate MAP Descarte and math manipulatives to guide instruction</li> <li>-Analyzing Fall MAP and First Nine Weeks Benchmark Tests</li> </ul>	<ul style="list-style-type: none"> <li>-Nonfiction and Best Practices Seminars in science and social studies</li> <li>-Vertical teaming to address instructional processes</li> </ul>	<ul style="list-style-type: none"> <li>-Analyzing Fall MAP and First Nine Weeks Benchmark Tests</li> <li>-Data team meeting</li> <li>-At least two informal teacher observations by</li> </ul>

	meetings to address data, instructional practices and curriculum changes to be made				principal and assistant principal each week -Weekly collection and review of lesson plans from each teacher to the assistant principal (Every Monday morning)
November 2008	<ul style="list-style-type: none"> <li>-Implement data conferences with teachers</li> <li>-Implement improvement plans for teachers, if applicable</li> <li>-Work with ERTL to provide opportunities for teachers to visit exemplary schools and classrooms</li> <li>-Continue bi-monthly grade level curriculum meetings to address data, instructional practices and curriculum changes to be made</li> </ul>		<ul style="list-style-type: none"> <li>-Dissecting of MAP data by teachers</li> <li>-Item analysis of benchmark tests</li> </ul>	<ul style="list-style-type: none"> <li>-Follow-up to Nonfiction and Best Practices Seminar</li> <li>-Attend NWEA/Formative Assessment Conference, SC Science and Social Studies Conferences</li> </ul>	<ul style="list-style-type: none"> <li>-Reflect on data conference notes and teacher observations</li> <li>-Data team meeting</li> <li>-At least two informal teacher observations by principal and assistant principal each week</li> <li>-Weekly collection and review of lesson plans from each teacher to the assistant principal (Every Monday morning)</li> </ul>

December 2008	-Continue bi-monthly grade level curriculum meetings to address data, instructional practices and curriculum changes to be made	-Administer Winter MAP Testing		-Follow-up to Nonfiction and Best Practices Seminar	-Evaluation of all programs -Data team meeting -At least two informal teacher observations by principal and assistant principal each week -Weekly collection and review of lesson plans from each teacher to the assistant principal (Every Monday morning)
January 2009	-Continue bi-monthly grade level curriculum meetings to address data, instructional practices and curriculum changes to be made	-Administer second nine weeks benchmarks in all subject areas	-Analyzing Winter MAP and Second Nine Weeks Benchmark Tests -Use formal and informal assessments to guide instruction for second semester		-Evaluation of all programs -Reflection of GBE goals (Goal Based Evaluation) -Data team meeting -At least two informal teacher observations by principal and assistant principal each week -Weekly collection and review of lesson plans from each



					teacher to the assistant principal (Every Monday morning)
February 2009	<ul style="list-style-type: none"> <li>-Hold data conferences with teachers who have improvement plans, if applicable</li> <li>-Continue bi-monthly grade level curriculum meetings to address data, instructional practices and curriculum changes to be made</li> </ul>	<ul style="list-style-type: none"> <li>-Administer Spring MAP Testing</li> </ul>	<ul style="list-style-type: none"> <li>-Dissecting of MAP data by teachers</li> <li>-Item analysis of benchmark tests</li> </ul>	<ul style="list-style-type: none"> <li>-Vertical Teaming to address instructional processes</li> </ul>	<ul style="list-style-type: none"> <li>-Data team meeting</li> <li>-At least two informal teacher observations by principal and assistant principal each week</li> <li>-Weekly collection and review of lesson plans from each teacher to the assistant principal (Every Monday morning)</li> </ul>
March 2009	<ul style="list-style-type: none"> <li>-Continue bi-monthly grade level curriculum meetings to address data, instructional practices and curriculum changes to be made</li> </ul>	<ul style="list-style-type: none"> <li>-Administer third nine weeks benchmarks in all subject areas</li> <li>-Administer writing portion of state assessment</li> </ul>		<ul style="list-style-type: none"> <li>-Vertical Teaming to address instructional processes</li> </ul>	<ul style="list-style-type: none"> <li>-Data team meeting</li> <li>-At least two informal teacher observations by principal and assistant principal each week</li> <li>-Weekly collection and review of lesson plans from each</li> </ul>

					teacher to the assistant principal (Every Monday morning)
April 2009	<ul style="list-style-type: none"> <li>-Hold end of year data/GBE conferences</li> <li>-Continue bi-monthly grade level curriculum meetings to address data, instructional practices and curriculum changes to be made</li> </ul>		<ul style="list-style-type: none"> <li>-Dissecting of MAP data by teachers</li> <li>-Item analysis of benchmark tests</li> <li>-Analyzing Spring MAP and Third Nine Weeks Benchmark Tests</li> </ul>		<ul style="list-style-type: none"> <li>-Data team meeting</li> <li>-At least two informal teacher observations by principal and assistant principal each week</li> <li>-Weekly collection and review of lesson plans from each teacher to the assistant principal (Every Monday morning)</li> </ul>
May 2009		-State assessment administered (PASS)		-Vertical Teaming to address instructional processes	<ul style="list-style-type: none"> <li>-Data team meeting</li> <li>-At least two informal teacher observations by principal and assistant principal each week</li> <li>-Weekly collection and review of lesson plans from each teacher to the assistant principal (Every Monday morning)</li> </ul>

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 1:** By April 1, 2009, 20% of Below Basic and 10% of Basic and Above students in grades 3-5 will increase one science performance level as measured by aligned **MAP RIT/PACT scores from Fall 2008 to the Spring 2009.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Provide training on field-tested inquiry based science kits [FOSS, STC (Science and Technology Concepts), and Delta Science Modules] and conduct an overview of the science resource storage unit for K-2 self-contained teachers and 3-5 science teachers	James Myers, Principal  Loretta Gadson, Assistant Principal  Maytha Green, Science Coach	July 7, 2008	The strategy will be monitored by collecting teacher surveys to show how the science kits will be used (Maytha Green), bi-weekly classroom observations based on Orangeburg County School District Three Informal Classroom Observation form (James Myers & Loretta Gadson), demo-lessons on the use of science kits planned and presented by teachers with departmentalized discussions with sign-in sheets and lesson plan (Maytha Green), the item analysis results from benchmark testing with a minimum of two reports from each teacher after benchmark testing (Loretta Gadson), and a weekly review of lesson plans reflective of science kit usage (Loretta Gadson & Maytha Green). <b>Persons Responsible:</b> James Myers, Loretta Gadson and Maytha Green
2. Provide in-school science remediation for students who score Below Basic on the science portion of PACT for 2007 in all grades	James Myers, Principal  Sandra White, Guidance Counselor  Grade 3-5 Teachers	October, 2008	The strategy will be monitored by the collection of lesson plans and reviewing the master schedule.  <b>Persons Responsible:</b> James Myers, Loretta Gadson and Maytha Green
3. Provide a science night monthly for students who scored basic or above on the 2007 PACT. These students will be instructed using the science kits during the summer. [FOSS, STC (Science and Technology Concepts), and Delta Science	James Myers, Principal  Loretta Gadson, Assistant Principal	November, 2008	The strategy will be monitored by collection of attendance records for the students monthly (Maytha Green) and a comparison of the Spring 2007 results to winter results of the MAP for the targeted group during MAP Testing window for 2008-2009 (Loretta Gadson and Grades 3-5 Science Teachers).

Modules	Sandra White, Guidance Counselor  Grade 3-5 Science Teachers		<b>Persons Responsible:</b> Sandra White, James Myers, Loretta Gadson and Maytha Green
4. Provide data analysis training and implement a data notebook of science MAP RIT band scores, benchmark testing and classroom assessments for 2008-2009 school year for K-2 self-contained teachers and 3-5 science teachers	James Myers, Principal  Loretta Gadson, Assistant Principal  Maytha Green, Science Coach	August 6, 7 and 14, 2008	The strategy will be monitored by the teacher attendance and sign-in sheets(Loretta Gadson & Maytha Green), differentiation of instruction on weekly lesson plans (Loretta Gadson & James Myers) and a minimum of two classroom observations per week that show evidence of grouping of students according to ability (James Myers & Loretta Gadson). Data notebooks are kept by teachers in their classroom. The notebooks hold all data collections for their students and are looked at each data meeting. (Loretta Gadson, Maytha Green and Lindsey Holman) <b>Persons Responsible:</b> James Myers, Loretta Gadson and Maytha Green
5. Provide training on unpacking the SC Curriculum Science Standards to promote planning for standard based instruction for K-2 self-contained teachers and 3-5 science teachers	James Myers, Principal  Loretta Gadson, Assistant Principal  Maytha Green, Science Coach	September 2008 (2 days)	The strategy will be monitored by teacher attendance sign-in sheets and agenda at all meetings (Loretta Gadson & Maytha Green), the implementation of a standards checklists for teachers reviewed at the end of each nine weeks and compared to the nine weeks benchmark analysis (Loretta Gadson), a minimum of two classroom observations per week (James Myers & Loretta Gadson), use of the standards on weekly lesson plans (Loretta Gadson & James Myers), and the item analysis sheets from benchmark testing at the end of each nine weeks reflecting mastery and/or non-mastery of standards (Loretta Gadson & Grades 3-5 science teachers). <b>Persons Responsible:</b> James Myers, Loretta Gadson and Maytha Green
6. Convey science curriculum by integrating technology such as United Streaming, Internet, Microsoft Powerpoint, Microsoft Excel, Promethean Boards, Orchard for K-3, Compass Odyssey, and online periodicals for all science teachers	Daphne Walley, District Technology Coordinator  James Myers, Principal Loretta Gadson, Assistant Principal	September 2008	The strategy will be monitored by reviewing weekly lesson plans (Loretta Gadson & James Myers), a minimum of two walk-thrus per week to ensure maximization of instructional time and engagement of students (James Myers, Loretta Gadson, & Maytha Green) and demo lessons with departmentalized discussions with sign-in sheets, agenda and lesson plans (Maytha Green & Loretta Gadson). <b>Persons Responsible:</b> James Myers, Loretta Gadson and Maytha Green

<p>7. Provide professional development on strategies to use when teaching nonfiction texts for all science teachers</p> <ol style="list-style-type: none"> <li>1. Making Connections</li> <li>2. Fact, Question, Response (FQR)</li> <li>3. Questioning</li> <li>4. Inferring</li> <li>5. Synthesizing</li> <li>6. Skimming and Scanning</li> <li>7. Comparing and Contrasting</li> <li>8. Cause and Effect</li> <li>9. Jigsawing</li> </ol>	<p>James Myers, Principal</p> <p>Loretta Gadson, Assistant Principal</p> <p>Janice Rivers, District Curriculum Coordinator</p>	<p>September 2008</p>	<p>The strategy will be monitored by professional development agendas and sign-in sheets from October, November, and December (James Myers &amp; Loretta Gadson), and weekly lesson plans showing differentiation in instruction (James Myers &amp; Loretta Gadson). Where applicable, benchmark testing will measure mastery of standards based upon skills such as cause and effect, comparing and contrasting, and questioning (Loretta Gadson &amp; Maytha Green).</p> <p><b>Persons Responsible:</b> James Myers, Loretta Gadson and Maytha Green</p>
<p>8. Integrate nonfiction texts into the science curriculum by using the Anderson Five Curriculum novel list.</p>	<p>Helen Winningham, Media Specialist</p> <p>Janice Rivers, District Curriculum Coordinator</p> <p>James Myers, Principal</p> <p>Grade 3-5 Science Teachers Maytha Green, Science Coach</p>	<p>September 2008</p>	<p>The strategy will be monitored by reviewing weekly lesson plans (Loretta Gadson &amp; James Myers), a minimum of two walk-thrus per week to ensure maximization of instructional time and engagement of students with the aligned SC Curriculum Standards and Anderson 5 Curriculum novel list (James Myers, Loretta Gadson, &amp; Maytha Green), and purchase orders requesting materials required by Anderson Five Curriculum with prior approval from the principal (James Myers).</p> <p><b>Persons Responsible:</b> James Myers, Loretta Gadson and Maytha Green</p>
<p>9. Provide in-school remediation/acceleration for all students and after-school remediation for students scoring below basic in grades 3-5 on the 2008 Science PACT</p>	<p>James Myers, Principal</p> <p>Loretta Gadson, Assistant Principal</p> <p>Sandra White, Guidance Counselor</p> <p>Grade 3-5 Teachers</p>	<p>September 2008</p>	<p>The strategy will be monitored by attendance sheets collected weekly (Sandra White &amp; grades 3-5 science teachers), master schedule (James Myers), weekly lesson plans (Loretta Gadson &amp; James Myers), bi-weekly observations (James Myers &amp; Loretta Gadson, MAP growth indicated on student reports (Loretta Gadson), and benchmark analysis at the end of each nine weeks as well as quarterly program evaluations to determine the effectiveness of the in-school and after-school remediation/acceleration programs (Loretta Gadson).</p> <p><b>Persons Responsible:</b> James Myers, Loretta Gadson and Maytha Green</p>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Goal 2:** By April 1, 2009, **75% of students in grades 3-5 will score 80 or above on the Spring 2009 Social Studies Benchmark.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Provide training on unpacking the SC Curriculum Social Studies Standards to promote planning for standards based instruction for K-2 self-contained teachers and 3-5 social studies teachers	James Myers, Principal  Loretta Gadson, Assistant Principal	September 2008 (2 days)	The strategy will be monitored by attendance sign-in sheets and agendas at all meetings (Loretta Gadson & Maytha Green), the implementation of a standards checklists for teachers (Loretta Gadson), bi-weekly classroom observations (James Myers & Loretta Gadson), use of the standards on weekly lesson plans (James Myers & Loretta Gadson), and the item analysis sheets from benchmark testing reflecting mastery and/or non-mastery of standards (Loretta Gadson).  <b>Persons Responsible:</b> James Myers, Loretta Gadson and Maytha Green
2. Provide professional development for 3-5 grade social studies teachers to support research on best practices (Cooperative groups, Effective questioning, Thinking Maps, Learning contracts, Flexible Pacing) and on strategies to use when teaching nonfiction texts <ol style="list-style-type: none"> <li>1. Making Connections</li> <li>2. Fact, Question, Response (FQR)</li> <li>3. Questioning</li> <li>4. Inferring</li> <li>5. Synthesizing</li> <li>6. Skimming and Scanning</li> <li>7. Comparing and Contrasting</li> <li>8. Cause and Effect</li> <li>9. Jigsawing</li> </ol>	James Myers, Principal  Loretta Gadson, Assistant Principal  Janice Rivers, District Curriculum Coordinator	September 2008	The strategy will be monitored by professional development agendas from each session (James Myers & Loretta Gadson), sign-in sheets (Maytha Green & Loretta Gadson), and weekly lesson plans showing differentiation in instruction (James Myers & Loretta Gadson). It will also be monitored by professional development agendas and sign-in sheets from October, November, and December and bi-weekly classroom observations that show evidence of grouping of students according to need (James Myers & Loretta Gadson). Where applicable, benchmark testing will measure mastery of standards based upon skills such as cause and effect, comparing and contrasting, and questioning (Grades 3-5 social studies teachers & James Myers).  <b>Persons Responsible:</b> James Myers, Loretta Gadson and Maytha Green

3. Convey social studies curriculum by integrating technology such as United Streaming, Internet, Microsoft Powerpoint, Microsoft Excel, Promethean Boards, Orchard for K-3, Compass Odyssey, and online periodicals for all social studies teachers	Daphne Walley, District Technology Coordinator  James Myers, Principal  Loretta Gadson, Assistant Principal	September 2008	The strategy will be monitored by reviewing weekly lesson plans (James Myers & Loretta Gadson), bi-weekly walk-thrus to ensure maximization of instructional time and engagement of students and demo lessons with departmentalized discussions with sign-in sheets and lesson plans (James Myers, Loretta Gadson & Maytha Green).  <b>Persons Responsible:</b> James Myers, Loretta Gadson and Maytha Green
4. Use formal and informal assessments such as state assessment scores, Compass Odyssey, benchmarks and classroom performance to provide information and guide instruction	James Myers, Principal  Loretta Gadson, Assistant Principal	September 2008	The strategy will be monitored by state assessment scores (James Myers, Loretta Gadson, Sandra White & Maytha Green), weekly computer lesson assignments (Shelly Jamison), long range plans developed at the beginning of the school year by social studies teachers in grades 3-5 (James Myers), and weekly lesson plans (Loretta Gadson & James Myers).  <b>Persons Responsible:</b> James Myers, Loretta Gadson, Sandra White, Shelly Jamison and Maytha Green
5. Provide in-school remediation for all students scoring below basic in grades 3-5 on the 2008 Social Studies PACT	James Myers, Principal  Loretta Gadson, Assistant Principal  Sandra White, Guidance Counselor  Grade 3-5 Teachers	September 2008	The strategy will be monitored by attendance sheets collected weekly (Sandra White), master schedule (James Myers), lesson plans (Loretta Gadson & James Myers), observations (James Myers & Loretta Gadson), and benchmark analysis at the end of each nine weeks as well as quarterly program evaluations to determine the effectiveness of the in-school and after-school remediation/acceleration programs (Grades 3-5 social studies teachers & Loretta Gadson).  <b>Persons Responsible:</b> James Myers, Loretta Gadson and Maytha Green

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation  
Student Achievement Focused Goal**

**Focused Goal 3:** By April 1, 2009, 20% of Below Basic and 10% of Basic and Above students in grades 3-5 will increase one math performance level as measured by aligned **MAP RIT/PACT scores from Fall 2008 to the Spring 2009.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Implement a math resource room and provide training for teachers on how to effectively use math manipulatives	James Myers, Principal  Loretta Gadson, Assistant Principal  Maytha Green, Science Coach	July 2008	The strategy will be monitored by teacher sign-out logs indicating why specific manipulatives were checked out (Maytha Green) and a minimum of two classroom observations per week to ensure manipulatives are being used effectively (James Myers & Loretta Gadson). Training was provided for math teachers on the checkout procedures and content of the math resource room with an agenda (Maytha Green).  <b>Persons Responsible:</b> James Myers, Loretta Gadson and Maytha Green
2. Provide professional development in using and analyzing MAP data and other academic assessments to guide instruction for all math teachers	James Myers, Principal  Loretta Gadson, Assistant Principal	August 2008	The strategy will be monitored by professional development agenda and sign-in sheets (Loretta Gadson & Maytha Green).  <b>Persons Responsible:</b> James Myers, Loretta Gadson and Maytha Green
3. Provide opportunities for all math teachers to visit other classrooms within the school and outside of the school where best practices, problem-solving, integrated curriculum, and differentiated instruction are exemplified	James Myers, Principal  Loretta Gadson, Assistant Principal	September 2008	The strategy will be monitored by teacher reflections on a peer observation form (Loretta Gadson) and teacher notes from each teacher once a semester (Grades 3-5 Math teachers).  <b>Persons Responsible:</b> James Myers, Loretta Gadson and Maytha Green



4. Convey math curriculum by integrating technology such as United Streaming, Internet, Microsoft Powerpoint, Microsoft Excel, Promethean Boards, Orchard for K-3, Compass Odyssey, and online periodicals for all math teachers	Daphne Walley, District Technology Coordinator  James Myers, Principal  Loretta Gadson, Assistant Principal	September 2008	The strategy will be monitored by reviewing weekly lesson plans (Loretta Gadson & James Myers), bi-weekly walk-thrus (James Myers, Loretta Gadson & Maytha Green) and demo-lessons planned and presented by teachers with departmentalized discussions with sign-in sheets and lesson plans (Maytha Green).  <b>Persons Responsible:</b> James Myers, Loretta Gadson and Maytha Green
5. Use formal and informal assessments such as state assessment scores, Compass Odyssey, benchmarks and classroom performance to provide information and guide instruction	James Myers, Principal  Loretta Gadson, Assistant Principal	September 2008	The strategy will be monitored by state assessment scores (James Myers, Loretta Gadson, Sandra White & Maytha Green), weekly computer lesson assignments (Shelly Jamison), long range plans developed at the beginning of the school year by social studies teachers in grades 3-5 (James Myers), and weekly lesson plans (Loretta Gadson & James Myers).  <b>Persons Responsible:</b> James Myers, Loretta Gadson and Maytha Green
6. Integrate MAP DesCartes and SC State Curriculum Standards with inquiry-based math manipulatives to guide instruction	James Myers, Principal  Loretta Gadson, Assistant Principal	September 2008	The strategy will be monitored by weekly lesson plans (Loretta Gadson & James Myers), bi-weekly classroom observations (James Myers & Loretta Gadson), and bi-weekly walk-thrus to observe an effective use of state standards (James Myers, Loretta Gadson & Maytha Green).  <b>Persons Responsible:</b> James Myers, Loretta Gadson and Maytha Green
7. Utilize state assessment data and annotated MAP reports to identify students for in-school and extended day math programs	James Myers, Principal  Loretta Gadson, Assistant Principal  Sandra White, Guidance Counselor	October 2008	The strategy will be monitored by state assessment data received from the state department (James Myers, Loretta Gadson & Sandra White), and MAP data collected at least twice a year (Loretta Gadson & Grades 3-5 Math teachers).  <b>Persons Responsible:</b> James Myers, Loretta Gadson, Sandra White and Maytha Green
8. Conduct vertical teaming to discuss best practice instructional strategies for math in grades K-5	James Myers, Principal  Loretta Gadson, Assistant Principal	October 2008	The strategy will be monitored by vertical teaming agenda in October along with the minutes from the meeting (Grades K-5 teachers, Maytha Green, & Loretta Gadson), and grade level meetings minutes and sign-in sheets (Grades K-5 teachers & James Myers).  <b>Persons Responsible:</b> James Myers, Loretta Gadson and Maytha Green

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Instructional Leadership Goal 1:** By April 1, 2009, **75% of students in grades 3-5 will score 80 or above on the Spring 2009 Social Studies Benchmark.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Create a team (media center advisory council) of teachers from each subject area to submit a list of nonfiction text that correlates with subject topics and standards	James Myers, Principal	July 2008	The strategy will be monitored by examining purchase orders devised by the team with prior approval from the principal (James Myers). A team was created to review the books outlined in the Anderson Five Curriculum (James Myers). The minutes with dates and times of meetings will be provided (Helen Winningham & James Myers). <b>Person Responsible:</b> James Myers
2. Provide funding for nonfiction science and social studies books and materials to include sets of leveled texts which will be housed in classrooms on shelves provided by the school administration	James Myers, Principal	July 2008	The strategy will be monitored by the team examining purchase orders to ensure materials are in alignment with SC Curriculum Standards with prior approval by the principal (James Myers) and reviewing weekly lesson plans to see usage of nonfiction science and social studies materials on weekly lesson plans (James Myers). <b>Person Responsible:</b> James Myers
3. Pay for a consultant to provide on-going professional development on strategies to use when teaching nonfiction texts and implementing best practices (see timeline)	James Myers, Principal	October 2008	The strategy will be monitored by sign-in sheets and agendas (James Myers), bi-weekly classroom observations (James Myers), and evident use on weekly lesson plans (James Myers). <b>Person Responsible:</b> James Myers
4. Provide opportunities for teachers to visit exemplary classrooms that are successfully using nonfiction text and implementing best practice instruction as referenced in Focus Goal 1 and 2	James Myers, Principal	November 2008	The strategy will be monitored by reflective notes from each teacher after school visits (James Myers) and teacher dialogue based on a guided format for teacher observation (James Myers). <b>Person Responsible:</b> James Myers
5. Provide support for the media specialist to collaborate with classroom teachers to plan for and provide key nonfiction instructional materials necessary to facilitate learning	James Myers, Principal	July 2008	The strategy will be monitored by the principal reviewing and writing comments on the media specialist GBE goals and evidence of materials utilized from media center (James Myers). <b>Person Responsible:</b> James Myers

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Instructional Leadership Goal 2:** By April 1, 2009, all **students** in grades 3-5 will increase one performance level in mathematics and reading as measured by the aligned **MAP RIT/PACT scores from Fall 2008 to the Spring 2009.**  
*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Create a data team to reflect K-5 teachers, special services and related art teachers to monitor data results such as MAP, benchmarks, state assessment, and weekly assessments on a bi-monthly basis	James Myers, Principal	July 2008	The strategy will be monitored by bi-monthly meeting agendas and minutes. The data team was created (James Myers).  <b>Person Responsible:</b> James Myers
2. Guaranteed bi-monthly grade level curriculum meetings to discuss and analyze data	James Myers, Principal	September 2008	The strategy will be monitored by sign-in sheets and minutes from each bi-monthly meeting reflecting specific practices and/or groupings to impact student achievement . <b>Person Responsible:</b> James Myers
3. Ensure that GBE (Goal Based Evaluations) for grades 3-5 are based on an analysis of assessment data to impact student achievement	James Myers, Principal	October 2008	The strategy will be monitored by conference notes, discussions and written GBE goals collected in October and reflections on GBE goals in January (James Myers). <b>Person Responsible:</b> James Myers
4. Implement individualized data conferences with grades 3-5 teachers	James Myers, Principal	November 2008	The strategy will be monitored by written responses to specific data questions supported by student growth as measured by benchmarks and the end of each nine weeks (James Myers), weekly assessments (James Myers), MAP and state assessment (James Myers). <b>Person Responsible:</b> James Myers
5. Provide funding for conference attendance for school administrators, coach, and teachers at the NWEA/ Formative Assessment Conference, SC Social Studies, Science, Math and Reading Conferences	James Myers, Principal	November 2008	The strategy will be monitored by the presentation of strategies learned by conference attendees, travel vouchers, copy of checks, agendas, hand-outs (James Myers). <b>Person Responsible:</b> James Myers
6. Use data to evaluate the effectiveness of school programs such as in-school tutoring, comprehensive remediation, computer based programs	James Myers, Principal	December 2008	The strategy will be monitored quarterly by MAP growth, benchmark analysis for each nine weeks and bi-weekly classroom observations (James Myers). <b>Person Responsible:</b> James Myers

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Principal's Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused Instructional Leadership Goal 3:** By April 1, 2009, 20% of Below Basic and 10% of Basic and Above students in grades 3-5 will increase one science performance level or maintain a proficient or higher level as measured by aligned **MAP RIT/PACT scores from 2008 to the Spring 2009.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Establish storage units to house standard based resources for science and math	James Myers, Principal	July 2008	<b>The strategy will be monitored by the principal verifying the room has been established (James Myers).</b> The location for resource rooms for science and math are indicated on the floor plan. <b>Person Responsible:</b> James Myers
2. Allocate funds to purchase standards based science and math materials	James Myers, Principal	July 2008	The strategy will be monitored by the team examining purchase orders to ensure materials are in alignment with SC Curriculum Standards with approval by the principal (James Myers). <b>Person Responsible:</b> James Myers
3. Provide an orientation on the effective use, access and dissemination of science and math materials	James Myers, Principal	July 2008	The strategy will be monitored by attendance and sign-in sheets, bi-weekly classroom observations and weekly lesson plans (James Myers). A check-out system will be devised whereas teachers will be required to document the usage of materials (James Myers). <b>Person Responsible:</b> James Myers
4. Guaranteed bi-monthly grade level curriculum meetings to discuss and analyze data	James Myers, Principal	September 2008	The strategy will be monitored by sign-in sheets and minutes from each bi-monthly meeting reflecting specific practices and/or groupings to impact student achievement (James Myers). <b>Person Responsible:</b> James Myers
5. Implement individualized data conferences with 3-5 teachers	James Myers, Principal	November 2008	The strategy will be monitored by written responses to specific data questions supported by student growth as measured by benchmarks at the end of each nine weeks, weekly assessments, MAP and state assessment (James Myers). <b>Person Responsible:</b> James Myers

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008-09 School Year of Implementation**  
**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal 1:** By April 1, 2009, **75% of students in grades 3-5 will score 80 or above on the Spring 2009 Social Studies Benchmark.**

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date Of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Purchase SDE approved pacing guides as a resource in Social Studies in grades 3-5.	David Longshore, Superintendent	July 2008	Consistent delivery of content and pacing of delivery is important to address Social Studies standards prior to state testing. Documentation <ul style="list-style-type: none"> <li>• Purchase agreement</li> <li>• Distribution list of schools</li> </ul> <b>Persons Responsible:</b> David Longshore, Superintendent Ruby J. Johnson, Dist. Coord. for Professional Development
2. Provide resources to support in-school enrichment for students scoring basic or above on PACT Social Studies.	Teresa Hinnant, District. Coord. for Afterschool/Summer Remediation	October 2008	Providing extra practice through enrichment will move students toward proficiency. Documentation: <ul style="list-style-type: none"> <li>• Student growth reports</li> <li>• Student attendance rosters</li> </ul> <b>Persons Responsible:</b> Teresa Hinnant, District Coord. for Afterschool/Summer Remediation
3. Conduct monthly classroom observations of principal identified social studies teachers in grades 3-5 using the district informal observation instrument.	Mrs. Teresa Hinnant, TST Lead Coordinator  Dr. Debora Brunson, District TST Coordinator	Oct. 2008	Observing science teachers and providing constructive feedback will ensure teachers are focused on Social Studies Academic standards.  Documentation: <ul style="list-style-type: none"> <li>• A copy of informal observation forms with feedback</li> <li>• Improvement plans when appropriate</li> </ul>

			<ul style="list-style-type: none"> <li>Lesson Plans</li> </ul> <p><b>Persons Responsible:</b></p> <ul style="list-style-type: none"> <li>District Teacher Support Team</li> </ul>
4. Provide professional development on unpacking the SC Social Studies Academic Achievement Standards to promote planning for standards-based instruction for grades 3-5 teachers	<p>Ruby J. Johnson, District Coord. for Professional Development</p> <p>James R. Myers, Principal</p>	August 2008	<p>The district will provide instructional training on the Anderson Five Social Studies Curriculum and Pacing Guide resource materials as they are aligned with the SC Social Studies Academic Achievement Standards.</p> <p>Documentation:</p> <ul style="list-style-type: none"> <li>Agenda of Anderson 5 Training Workshops</li> <li>Anderson Five <i>Implementation School Data Collection Sheet</i> results</li> <li>Anderson Five Training Evaluation Summary</li> <li>Sign-in Sheet</li> </ul> <p><b>Persons Responsible:</b> Ruby J. Johnson, District Coord. for Professional Development James R. Myers, Principal</p>
5. Procure relevant and necessary instructional materials and resources to maximize instructional delivery.	<p>Ruby J. Johnson, District Coord. for Professional Development</p> <p>James R. Myers, Principal</p> <p>District Curriculum Team</p>	August 2008	<p>The strategy will be monitored by utilizing research-based best practices to support the appropriateness of selections.</p> <p>Documentation:</p> <ul style="list-style-type: none"> <li>Sign-in Sheets</li> <li>Meeting Agendas</li> <li>Workshop Topics/Focus</li> <li>Purchase Orders</li> </ul> <p><b>Persons Responsible:</b> Ruby J. Johnson, District Coord. for Professional Development James R. Myers, Principal</p>
6. Procure services of consultants and schedule workshops with follow-up on-site sessions to ensure effective implementation of strategies presented.	<p>Ruby J. Johnson, District Coord. for Professional Development</p> <p>James R. Myers, Principal</p>	August 2008	<p>The strategy will be monitored by utilizing research-based best practices to support the appropriateness of selections.</p> <p>Documentation:</p> <ul style="list-style-type: none"> <li>Teacher Surveys</li> <li>District Curriculum Team's Classroom</li> </ul>

			<div>Observation Results</div> <ul style="list-style-type: none"><li>• Sign-in Sheets</li><li>• Meeting Agendas</li></ul> <div><b>Persons Responsible:</b> Ruby J. Johnson, District Coord. for Professional Development James R. Myers, Principal</div>
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**FOCUSED SCHOOL RENEWAL PLAN**  
**2008-09 School Year of Implementation**  
**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal 2:** By April 1, 2009, all **students** in grades 3-5 will increase one performance level in mathematics and reading as measured by the aligned **MAP RIT/PACT scores from Fall 2008 to the Spring 2009.**

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date Of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Purchase SDE approved pacing guides as a resource in Mathematics and Reading in grades 3-5.	David Longshore, Superintendent	July 2008	Consistent delivery of content and pacing of delivery is important to address Mathematics and Reading standards prior to state testing. Documentation <ul style="list-style-type: none"> <li>• Purchase agreement</li> <li>• Distribution list of schools</li> </ul> <b>Persons Responsible:</b> David Longshore, Superintendent Ruby J. Johnson, Dist. Coord. for Professional Development
2. Provide professional development for school leaders on MAP data analysis in order for school leaders to take information back to schools.	Teresa Hinnant, District Coordinator for MAP	July 2008	Train the Trainer Model of staff development for school leaders will effectively provide data analysis training for all school personnel.  Documentation <ul style="list-style-type: none"> <li>Agenda of Train the Trainer workshop</li> <li>Trainer evaluations</li> <li>Agendas of school-wide training</li> <li>Evaluations by teachers</li> <li>Principal's report on analysis of data</li> </ul> <b>Persons Responsible:</b> Teresa Hinnant, Dist. Coord. for MAP Ruby J. Johnson, Dist. Coord. for Professional Development
3. Provide transportation and resources to support weekly after-school enrichment for students scoring	Eliza Jamison, Transportation	October 2008	Providing extra practice through enrichment will move students toward proficiency.



basic or above on PACT Mathematics and Reading.	Supervisor Teresa Hinnant, District. Coord. for Afterschool/ Summer Remediation		Documentation: <ul style="list-style-type: none"> <li>• Student growth reports</li> <li>• Student attendance rosters</li> <li>• Transportation rosters</li> </ul> <b>Persons Responsible:</b> Eliza Jamison, Transportation Teresa Hinnant, District Coord. for Afterschool/Summer Remediation
4. Conduct monthly classroom observations of principal identified Mathematics and Reading teachers in grades 3-5 using the district informal observation instrument.	Mrs. Teresa Hinnant, TST Lead Coordinator  Dr. Debora Brunson, District TST Coordinator	Oct. 2008	Observing science teachers and providing constructive feedback will ensure teachers are focused on Social Studies Academic standards.  Documentation: <ul style="list-style-type: none"> <li>• A copy of informal observation forms with feedback</li> <li>• Improvement plans when appropriate</li> <li>• Lesson Plans</li> </ul> <b>Persons Responsible:</b> <ul style="list-style-type: none"> <li>• District Teacher Support Team</li> </ul>
5. Provide professional development on unpacking the SC Mathematics and Reading Academic Achievement Standards to promote planning for standards-based instruction for grades 3-5 teachers	Ruby J. Johnson, District Coord. for Professional Development  James R. Myers, Principal	August 2008	The district will provide instructional training on the Anderson Five Mathematics and Reading Curriculum and Pacing Guide resource materials as they are aligned with the SC Social Studies Academic Achievement Standards.  Documentation: <ul style="list-style-type: none"> <li>• Agenda of Anderson 5 Training Workshops</li> <li>• Anderson Five <i>Implementation School Data Collection Sheet</i> results</li> <li>• Anderson Five Training Evaluation Summary</li> <li>• Sign-in Sheet</li> </ul> <b>Persons Responsible:</b> Ruby J. Johnson, District Coord. for Professional Development James R. Myers, Principal
6. Procure relevant and necessary instructional materials and resources to maximize instructional delivery.	Ruby J. Johnson, District Coord. for Professional Development	August 2008	The strategy will be monitored by utilizing research-based best practices to support the appropriateness of selections.  Documentation:

	James R. Myers, Principal  District Curriculum Team		<ul style="list-style-type: none"> <li>• Sign-in Sheets</li> <li>• Meeting Agendas</li> <li>• Workshop Topics/Focus</li> <li>• Purchase Orders</li> </ul> <p><b>Persons Responsible:</b> Ruby J. Johnson, District Coord. for Professional Development James R. Myers, Principal</p>
7. Procure services of consultants and schedule workshops with follow-up on-site sessions to ensure effective implementation of strategies presented.	Ruby J. Johnson, District Coord. for Professional Development  James R. Myers, Principal	August 2008	<p>The strategy will be monitored by utilizing research-based best practices to support the appropriateness of selections.</p> <p>Documentation:</p> <ul style="list-style-type: none"> <li>• Teacher Surveys</li> <li>• Principal's Recommendations</li> <li>• District Curriculum Team's Classroom Observation Results</li> <li>• Sign-in Sheets</li> <li>• Meeting Agendas</li> </ul> <p><b>Persons Responsible:</b> Ruby J. Johnson, District Coord. for Professional Development James R. Myers, Principal</p>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008-09 School Year of Implementation**  
**District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Instructional Leadership Goal 3:** By April 1, 2009, 20% of Below Basic and 10% of Basic and Above students in grades 3-5 will increase one science performance level or maintain a proficient or higher level as measured by aligned **MAP RIT/PACT scores from Fall 2008 to the Spring 2009.**

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

<b>Strategy</b> (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date Of Strategy</b>	<b>Indicator(s) of Implementation</b> (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
1. Purchase SDE approved pacing guides as a resource in Science in grades 3-5.	David Longshore, Superintendent	July 2008	Consistent delivery of content and pacing of delivery is important to address Science standards prior to state testing. Documentation <ul style="list-style-type: none"> <li>• Purchase agreement</li> <li>• Distribution list of schools</li> </ul> <b>Persons Responsible:</b> David Longshore, Superintendent Ruby J. Johnson, Dist. Coord. for Professional Development
2. Provide professional development for school leaders on MAP data analysis in order for school leaders to take information back to schools.	Teresa Hinnant, District Coordinator for MAP	July 2008	Train the Trainer Model of staff development for school leaders will effectively provide data analysis training for all school personnel.  Documentation <ul style="list-style-type: none"> <li>Agenda of Train the Trainer workshop</li> <li>Trainer evaluations</li> <li>Agendas of school-wide training</li> <li>Evaluations by teachers</li> <li>Principal's report on analysis of data</li> </ul> <b>Persons Responsible:</b> Teresa Hinnant, Dist. Coord. for MAP Ruby J. Johnson, Dist. Coord. for Professional Development
3. Provide transportation and resources to support weekly after-school enrichment for students scoring	Eliza Jamison,	October	Providing extra practice through enrichment will move students toward proficiency.

basic or above on PACT Science.	Transportation Teresa Hinnant, District. Coord. for Afterschool/ Summer Remediation	2008	Documentation: <ul style="list-style-type: none"> <li>• Student growth reports</li> <li>• Student attendance rosters</li> <li>• Transportation rosters</li> </ul> <b>Persons Responsible:</b> Eliza Jamison, Transportation Teresa Hinnant, District Coord. for Afterschool/Summer Remediation
4. Conduct monthly classroom observations of principal identified science teachers in grades 3-5 using the district informal observation instrument.	Mrs. Teresa Hinnant, TST Lead Coordinator  Dr. Debora Brunson, District TST Coordinator	Oct. 2008	Observing science teachers and providing constructive feedback will ensure teachers are focused on Science Academic standards.  Documentation: <ul style="list-style-type: none"> <li>• A copy of informal observation forms with feedback</li> <li>• Improvement plans when appropriate</li> <li>• Lesson Plans</li> </ul> <b>Persons Responsible:</b> <ul style="list-style-type: none"> <li>• District Teacher Support Team</li> </ul>
5. Provide professional development on unpacking the SC Science Academic Achievement Standards to promote planning for standards-based instruction for grades 3-5 teachers	Ruby J. Johnson, District Coord. for Professional Development  James R. Myers, Principal	August 2008	The district will provide instructional training on the Anderson Five Science Curriculum and Pacing Guide resource materials as they are aligned with the SC Science Academic Achievement Standards.  Documentation: <ul style="list-style-type: none"> <li>• Agenda of Anderson 5 Training Workshops</li> <li>• Anderson Five <i>Implementation School Data Collection Sheet</i> results</li> <li>• Anderson Five Training Evaluation Summary</li> <li>• Sign-in Sheet</li> </ul> <b>Persons Responsible:</b> Ruby J. Johnson, District Coord. for Professional Development James R. Myers, Principal
6. Procure relevant and necessary instructional materials and resources to maximize instructional delivery.	Ruby J. Johnson, District Coord. for Professional Development  James R. Myers,	August 2008	The strategy will be monitored by utilizing research-based best practices to support the appropriateness of selections.  Documentation: <ul style="list-style-type: none"> <li>• Sign-in Sheets</li> </ul>

	Principal  District Curriculum Team		<ul style="list-style-type: none"> <li>• Meeting Agendas</li> <li>• Workshop Topics/Focus</li> <li>• Purchase Orders</li> </ul> <p><b>Persons Responsible:</b> Ruby J. Johnson, District Coord. for Professional Development James R. Myers, Principal</p>
7. Procure services of consultants and schedule workshops with follow-up on-site sessions to ensure effective implementation of strategies presented.	Ruby J. Johnson, District Coord. for Professional Development  James R. Myers, Principal	August 2008	<p>The strategy will be monitored by utilizing research-based best practices to support the appropriateness of selections.</p> <p>Documentation:</p> <ul style="list-style-type: none"> <li>• Teacher Surveys</li> <li>• Principal's Recommendations</li> <li>• District Curriculum Team's Classroom Observation Results</li> <li>• Sign-in Sheets</li> <li>• Meeting Agendas</li> </ul> <p><b>Persons Responsible:</b> Ruby J. Johnson, District Coord. for Professional Development James R. Myers, Principal</p>

## **FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation**

### **Title and Description of Each Program and Initiative Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

Palmetto Achievement Challenge Test (PACT) is a state mandated test for 3-8 grade students in South Carolina that test the mastery of the state standards.

Measures of Academic Progress (MAP) is a computerized assessment in math, English Language Arts and science that assesses the mastery of state standards.

Compass Odyssey provides on-line instructional content aligned to state standards to support district/school/classroom instruction goals.

FOSS is a research based science curriculum that is aligned to the state standards.

Science and Technology Concepts Kits (STC) are instructional hands-on materials that are aligned to the SC State Standards.

Orchard is a computerized program for K-3 that assesses the skills of students as well as provides tutoring for all students.

Delta Science Modules are instructional materials for teacher and student classroom use that are aligned to the SC State Standards.